



**RICHARD M.
FAIRBANKS
FOUNDATION**

Prevention Matters:
**Update on Evidence-Based Substance Use
Prevention Program Implementation
in Marion County K-12 Schools**

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Overview

About the Foundation

Background

Prevention Matters Overview

Program Evaluation

COVID-19 Adaptations

Questions



About the Richard M. Fairbanks Foundation

- The Richard M. Fairbanks Foundation strives to advance the vitality of Indianapolis and the well-being of its people by addressing the city's most significant challenges and opportunities.
- The Foundation is focused on five issue-areas across three focus areas:
 - Education**
 - improving academic outcomes for Indianapolis students
 - minimizing underemployment and the workforce skills gap in Indianapolis
 - Health**
 - reducing tobacco use and eliminating youth nicotine use
 - preventing and addressing substance use disorder
 - Vitality of Indianapolis**
 - supporting key economic drivers of the city
- Three-pronged approach: grantmaking, research and evaluation, convenings and collaborations. Learn more at www.rmff.org.



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Former Focus Area Goal: Reduce Rate of Opioid Use Disorder

- **December 2015:** commissioned study on opioid use disorder from the IU Richard M. Fairbanks School of Public Health at IUPUI
- **September 2016:** “The Opioid Epidemic in Indiana and Marion County”
- Three approaches to combatting opioid use disorder:
 - Treatment
 - Harm Reduction
 - Prevention
- Prevention was identified as a gap since there was considerable work in the areas of expanding access to treatment and harm reduction.



School-Based Prevention

- School-based prevention programs have shown to meaningfully reduce short and long-term substance use and misuse.
- These programs equip students with skills that help them avoid drugs and alcohol.
- They also help improve their academic achievement, attendance, classroom behavior and social and emotional well-being.
- Programs can also help reduce bullying and violence.



Characteristics of an Evidence-Based Program

- **Evidence-based drug prevention programs share several common characteristics:**
 - Curriculum-based and taught during school hours
 - Teach decision-making, communications, self-regulation and other skills
 - Take place over multiple classroom sessions throughout the year – not a one-time presentation
 - Are designed to reduce use of a variety of drugs
 - May be universal (all students) or targeted (students with high risk)



Marion County K-12 School Survey Findings

- **Fall 2017:** Surveyed Marion County K-12 schools
 - Only 11% of Marion County schools had an evidence-based prevention curriculum
 - The remainder did not have evidence-based programs or had no program
- Barriers identified in implementing an evidence-based drug prevention program include:
 - Lack of information about effective programs
 - Lack of time and funding
 - Low level of concern about substance use among students
 - Lack of professional development and ongoing support for teachers implementing prevention programming



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Prevention Matters Overview

- Launched in January 2018 as a three-year initiative for all Marion County K-12 schools starting with the 2018-19 school year
- Partnered with the Indiana Prevention Resource Center to identify 25 evidence-based programs aligned with Indiana standards
- High-quality evidence for reducing use of substances including:
 - Alcohol, tobacco, opioids other drugs
- Awarded grants in two stages
 - Planning
 - Implementation



PREVENTION
matters

Proven programs to help schools
address substance use



Planning Grants

- All Marion County district, charter and private schools were eligible for non-competitive planning grants of up to \$40,000
- Grants could be used to cover staff time, outside consultants or site visits
- The Foundation made available technical assistance providers to guide schools in selecting the most appropriate evidence-based programs for their student populations and school cultures
- **44 districts or schools received planning grants in March 2018**



Implementation Grants

- All applicants who completed the planning phase were eligible to apply for competitive implementation grants
- Grants cover three years of implementation
- Successful applicants developed a plan to implement one or more of the approved evidence-based prevention programs with fidelity, to integrate the selected program(s) into their school schedule and structure, and to sustain the selected program(s) at the end of the implementation grant cycle.
- **29 implementation grants were awarded in two rounds: July 2018 and December 2018**



Summary of *Prevention Matters*

- \$12 million initiative serving public and private schools in Marion County
- 27 grantees representing 155 schools (2 grantees stopped participating after Year 1)
- At capacity, will serve approximately 82,000 students
- Evidence-based prevention programs (e.g., Second Step, Life Skills)
- During grant period, the Foundation provides technical assistance to each grantee to help with implementation, sustainability planning and evaluation
 - EDC (implementation and sustainability planning)
 - RTI (evaluation)
- The Foundation regularly shares evaluation findings with schools and other stakeholders



Prevention Matters Replication

- Through the Indiana Substance Use Disorder Funders Collaborative, which the Fairbanks Foundation co-convenes with the Governor's Office, *Prevention Matters* has been shared with funders statewide and has been replicated in three locations:
 - Healthcare Foundation of LaPorte: *Partners in Prevention*
 - North Central Health Services: *Resilient Youth Initiative*
 - Community Foundation of Bloomington and Monroe County: *Precision Health Network Fund* serving middle school students in a nine-county region



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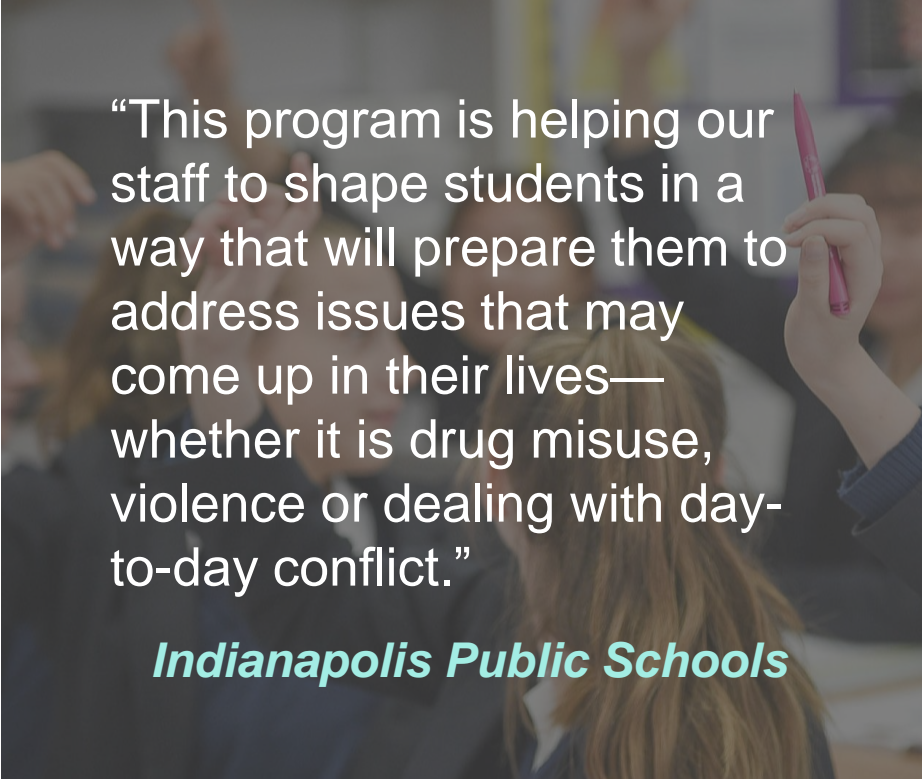


Program Evaluation

- Annual evaluation of 27 implementation grantees comes from three sources:
 - RTI evaluation
 - Grant reports to the Foundation
 - Reports from EDC technical assistance consultants
- These reports help us understand:
 - Progress in implementation and delivering curricula with fidelity
 - Early signs of evidence for impact on student outcomes
 - Challenges encountered and how grantees are addressing them
 - Key lessons to inform implementation in subsequent years



Program Findings: Year One

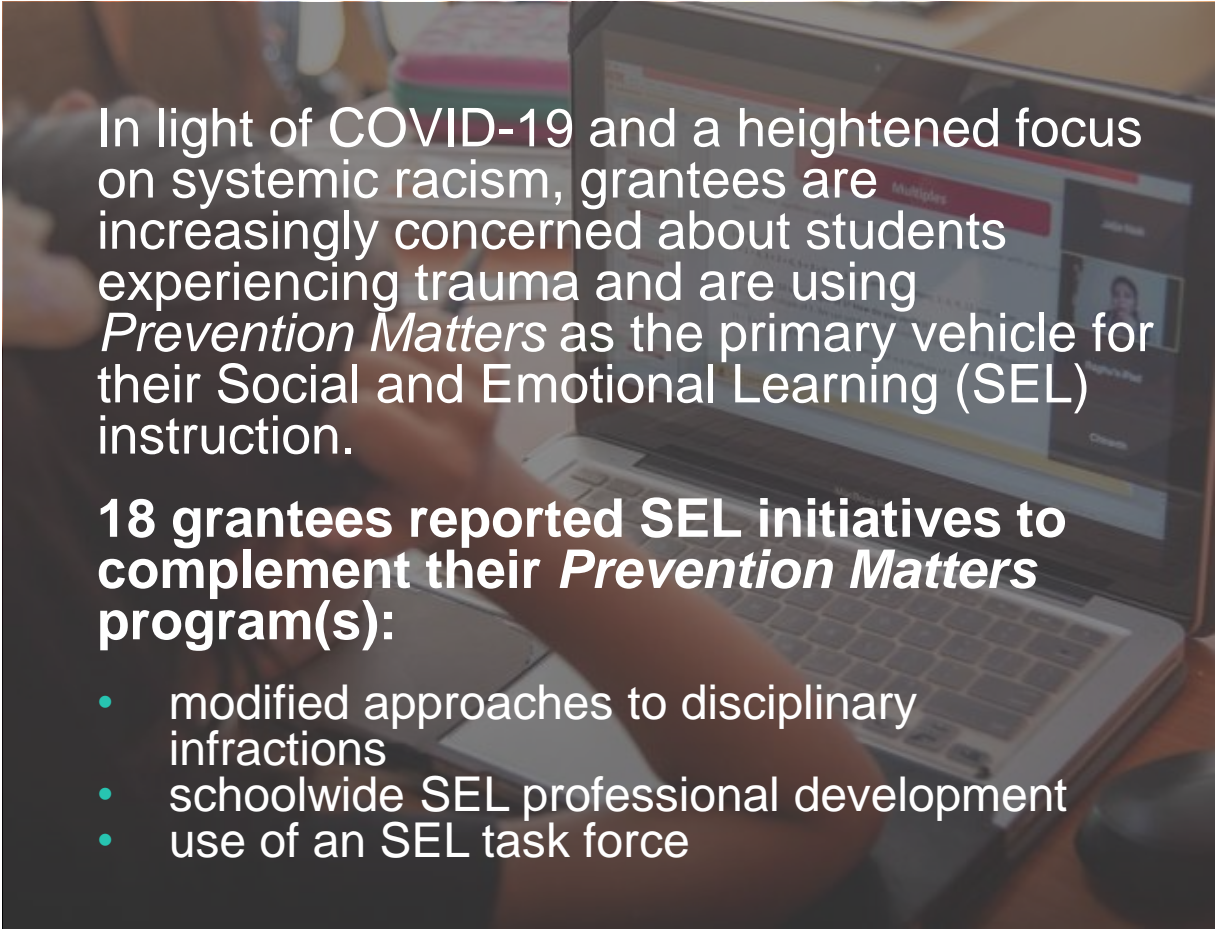


“This program is helping our staff to shape students in a way that will prepare them to address issues that may come up in their lives—whether it is drug misuse, violence or dealing with day-to-day conflict.”

Indianapolis Public Schools

- Prevention experts trained more than **1,000 implementers** (including teachers, guidance counselors and social workers) and launched high-quality prevention programs in **103 schools**.
- Grantees observed initial positive outcomes among students, including strong student engagement in the programs, reduced disciplinary infractions, and improved school culture.

Program Findings: Year Two



In light of COVID-19 and a heightened focus on systemic racism, grantees are increasingly concerned about students experiencing trauma and are using *Prevention Matters* as the primary vehicle for their Social and Emotional Learning (SEL) instruction.

18 grantees reported SEL initiatives to complement their *Prevention Matters* program(s):

- modified approaches to disciplinary infractions
- schoolwide SEL professional development
- use of an SEL task force

Program Impact: three-to-five years of high-quality program implementation is necessary before hard outcomes data becomes available.

- Teacher/staff adoption and consistent program implementation
- Student demonstration of program competencies during program instruction
- Student application of program competencies in real-life situations when prompted and cued by teachers
- Self-initiation of program competencies by students when a situation arises

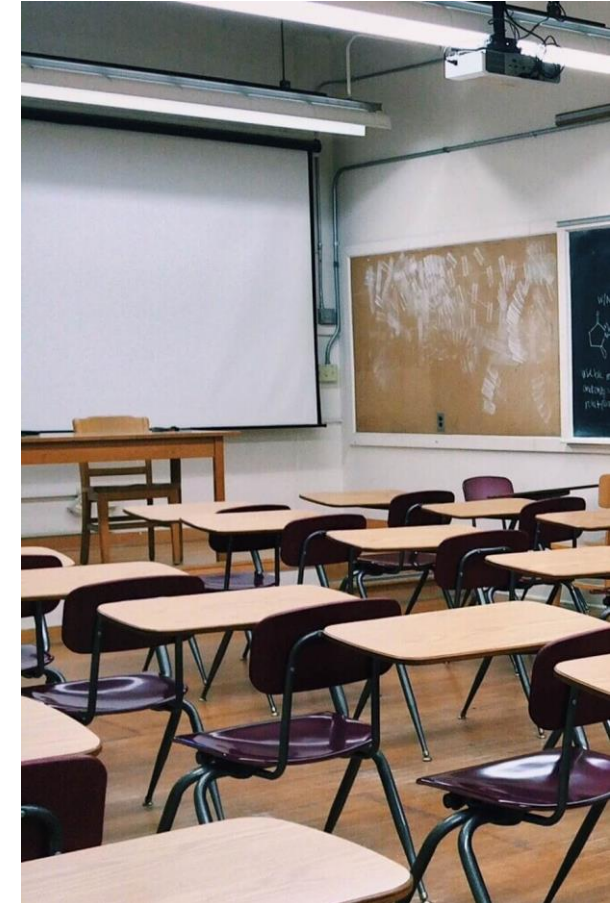
Program Challenges: Years One and Two

Initial challenges:

- For some schools, programs took longer to ramp up than anticipated
- Fidelity of implementation

Ongoing challenges and limitations:

- Staffing turnover is common and needs to be managed from the outset and throughout implementation
- Implementation was disrupted by COVID-19 school closures



Themes from Year One: Recommendations

- **Involve multiple school team members** – counselors, teachers, administrators, etc. – for a strong team to coordinate program implementation and support change in school practices and culture
- **Build buy-in with stakeholders** (teachers, students and parents) early in the process and communicate often with these stakeholders.
- Spend meaningful time **training teachers in evidence-based prevention programming.**
- Schools that **take full advantage of assistance from technical experts provided by the Fairbanks Foundation** reported higher success rates.
- To maximize impact, **prevention programs must be delivered according to the intended curriculum design (e.g., scope, sequence).**



Themes from Year Two: Recommendations

Leadership Matters

- Superintendents and school leaders set the tone at the top for quality implementation and planning for sustainability

High-quality implementation

- Schools must commit to training new teachers/staff annually and providing booster training for existing teachers/staff
- Dedicated time period for instruction, with lesson reinforcement throughout the week across other classes
- Curriculum maps

Monitor program implementation fidelity

- Provide teachers with feedback based on routine classroom observations

Regularly measure impact

- Measure and track early indicators of implementation success, e.g., students modeling competencies
- Districts/schools must develop rigorous data collection and reporting systems to track “hard outcomes”

Plan for sustainability

- Identify public and private funding streams that can support programs long term



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Tailoring Implementation During COVID-19

Challenges:

- COVID-19 school closures disrupted program implementation for over 75% of grantees, impacting program delivery and data collection
- The pandemic has heightened students' social and emotional needs

Adaptions:

- Increased funding for additional one-on-one TA support in schools, for implementation and also for data collection
- Program developers have developed online course options and accompanying resources for teachers and families; TA providers will share these adaptations with our 27 grantees
- Program developers will also join affinity groups convened by EDC to create a direct feedback loop between developers and schools



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Thank you!

www.rmff.org/preventionmatters

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